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ABSTRACT

This study guide for elementary and secondary level teachers is intended to be used with the One World Poster Series kit. In addition to the study guide, the kit includes eight full-color posters appropriate for hanging in a school or classroom, each poster featuring a work of art and corresponding text, quotation or poem relating to themes of world peace, tolerance, and community. The study guide contains discussion questions and student activities for the elementary and secondary level that can be used with any of the posters. Further, each poster is shown in reduced format; along with elementary and secondary level discussion questions and activities is a description of each poster's artist and author. (KB)

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ONE WORLD

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One World® Poster Study Guide

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Teaching Tolerance

Since 1991, Teaching Tolerance has provided teachers with free resources for promoting interracial and intercultural understanding. The semiannual magazine *Teaching Tolerance* and two video-and-text curriculum kits, *America's Civil Rights Movement* and *The Shadow of Hate*, are now being used by hundreds of thousands of teachers nationwide. A video-and-text training package for early childhood educators will be available in late 1997.

Teaching Tolerance magazine, in addition to profiling successful classroom strategies and providing a forum for teachers to share their ideas, includes a feature called "One World" — a single page of text and art designed to be both inspirational and thought-provoking. Teachers have often requested that these pages be made into posters for classroom use. We are happy to provide eight "One World" pages as a poster series, along with this study guide.

Goals

The lessons in this poster series are designed to help students:

- identify themes of peace, justice, tolerance and unity in "One World" artwork and text
- learn how people throughout the ages in various cultures have envisioned peace and unity
- consider the different ways art and language transmit meaning
- create individual artistic expressions of peace, tolerance, justice or unity

Using This Guide

These poster lessons can be used in a variety of ways. Teachers may present one poster each week or each month as part of a "One World" mini-unit; present them all at once and have students work in small groups with a single poster; or use them as supplemental materials for art, social studies and literature lessons.

The teacher may introduce a poster lesson by reading the descriptions of the artist and author whose works appear on the poster while passing the poster around so that all students can view it individually. Or the poster can be displayed on the wall for a few days before the discussion. If the class is small, students can sit in a semicircle around the poster during the lesson.

The following guide suggests a broad range of questions and activities for elementary and secondary students. It begins with a set of questions that can be asked about any of the posters, then offers lesson plans for each separate poster. Most of the questions are subjective and require creative and critical thinking. Students should be encouraged to brainstorm answers and offer a variety of responses. Several questions require independent research. Some of the activity suggestions are interchangeable and can be used with several different posters.

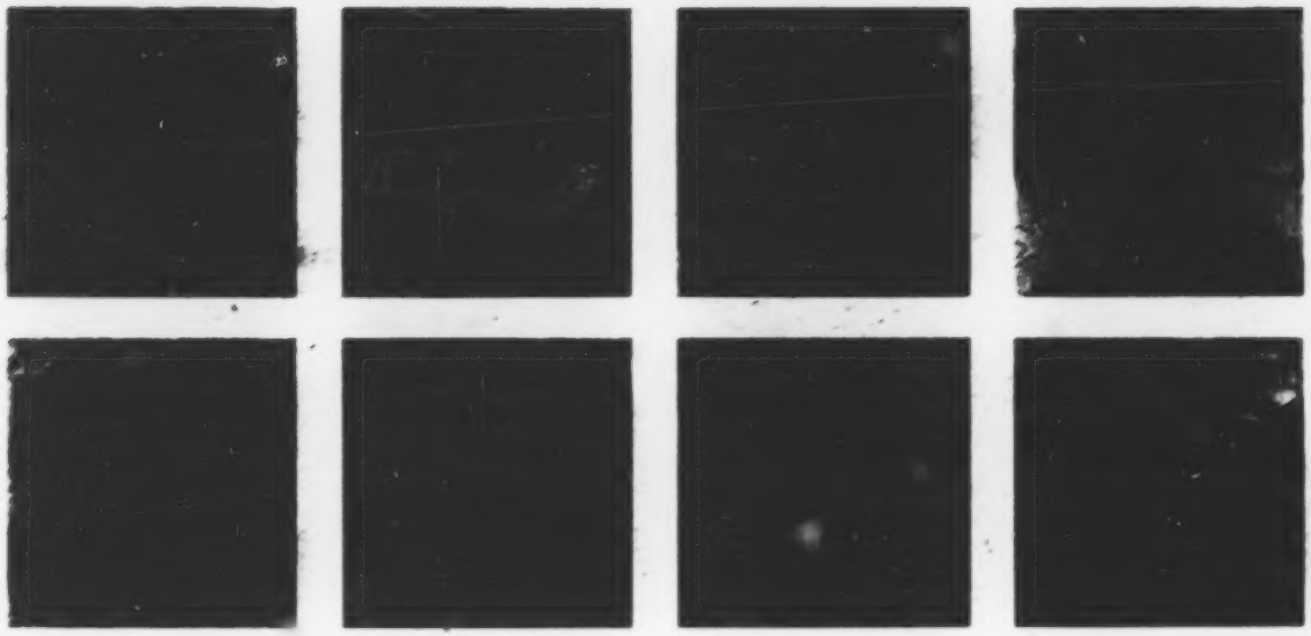
For More Information

For a free subscription to *Teaching Tolerance* magazine or more information about the video-and-text kits, educators should send a written request to:

TEACHING
TOLERANCE

400 Washington Avenue
Montgomery, AL 36104
Fax: (334) 264-3121

To the Teacher: Lessons to Use With Any Poster



Elementary Discussion

1. Ask a series of questions that will help children observe and describe the elements of the artwork in as much detail as possible. What colors, shapes and images do you see? What actions are taking place? How does the picture make you feel?
2. Read the text on the poster, and teach children the meaning of any unfamiliar words or phrases.
3. Tell children something about the person who wrote the passage (see individual lesson plans), and ask: What do you think the author was feeling when he or she wrote this? Have you ever felt that way? When?
4. Ask: Why do you think this picture was chosen to go with these words?
5. Suggest: Together, this picture and text describe a hope for the world. What is that hope? If you were to draw it, what would it look like? How can we express this hope in our own classroom and our own families?

Elementary Activities

1. Have children make up a story about the artwork and tell it to the class.
2. Help them draw a picture to go with the quotation.
3. Create a "people sculpture" by having students in groups of four or five position themselves together in a tableau that illustrates the quotation.
4. Have students suggest songs that express the theme of "One World" and sing them as a class, or help them write an original song.

Secondary Discussion

Challenge students with these questions:

1. What are the main ideas or themes suggested by this poster?
2. What metaphors or images does the writer use to express these ideas?
3. How does the artist transmit the ideas through art?
4. What ideals or feelings do you think the artist and writer share?
5. How do the art and text work together?
6. Read the biographical information on the artist and writer, and discuss how their backgrounds may have influenced their art or writing.

Secondary Activities

1. Have students write a one-page essay discussing how the text and the art in each poster complement each other.
2. Ask students to bring in examples of artwork, poetry or music that they believe fits the theme of each poster.
3. Let students create a three-dimensional artwork (with any materials or medium available) using one of the poster texts as inspiration.
4. Help students find (or create their own) artwork and text and design a "One World" poster. Display the posters in the school or public library or other appropriate place.

Note: In the following lesson plans, *directions to teachers are in italics.* Otherwise, suggestions are directed to students.

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POSTER 1

I dream of meeting our Hopi ancestors, and we sit together and talk about the time that will come — the time when all of us are together, and the waters of the rivers are full, and the sun has warmed the cold part of the world, and all the people are sitting in a huge circle, and they are brothers and sisters, everyone!

— Natalie, 8 years old. From *The Spiritual Life of Children*, by Robert Coles. ©1990. Reprinted by permission of Houghton Mifflin Co.

Artist

Sarah Rakes' paintings are inspired by her love for Georgia's national forests. Rakes' use of color and pattern is influenced by rural landscapes and expresses her respect for the Southern folk art tradition.

Author

Natalie, an 8-year-old Hopi Indian girl, was one of the children interviewed by child psychiatrist Robert Coles for the book *The Spiritual Life of Children*. She shared with Coles her thoughts about nature, God and family.

Elementary Discussion

1. This painting is titled "Lunar Infants, Ferns and Trees." What does "lunar" mean? Where is the moon in this painting? Where are the "lunar infants"? Are they real? What do you think these moon children are like?

2. What does the word "dream" mean to you? What is Natalie's dream? Do you have a favorite dream?

3. How would Natalie want us to treat each other? How would she want us to treat the Earth?

4. What would Natalie like about this painting?

Elementary Activities

1. Tell a story about the lunar infants — where they live, what they like to do, what they eat, what their families are like, etc.

2. Draw a picture of a world of peace and happiness, and invent some imaginary creatures to put in it. Think of names for your new creatures, and make up a story about the new world you've created.

3. Natalie's ancestors were Hopi Indians. Who are your ancestors? Ask your family to tell you a story about one of your ancestors, and then share it with the class. What would a circle of all your classmates' ancestors look like?

Secondary Discussion

1. This painting is titled "Lunar Infants, Ferns and Trees." Where are the "lunar infants" in the painting? Can you identify the race, culture, gender or nationality of these creatures? What are the different meanings of the word "lunar"? *Have someone check the dictionary.* Which meanings apply to the creatures in this painting? Why do you think Sarah Rakes, the artist, chose to depict these imaginary creatures instead of real people? What characteristics do you think the artist wants these lunar infants to have?

2. What culture is Natalie from? What aspects of her cultural heritage do you see reflected in her writing?

3. In what sense does Natalie use the word "dream"? How does her dream compare with Martin Luther King Jr.'s dream that "children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character"?

4. Brainstorm other ideas that might fit into Natalie's dream, and add to her sentence: "When all of us are together, and the waters of the rivers are full, and the sun has warmed the cold part of the world, and ..." *Have students sit in a circle and offer their phrases one at a time, or write their responses on the board.*

Secondary Activities

1. As a class, design a mural to illustrate Natalie's dream that "all the people are sitting in a huge circle, and they are brothers and sisters, everyone!" Draw outlines of people from cultures all over the world, and invite a class of younger students to help you color them in. As you color together, try to help the younger children understand the dream of world unity that you are trying to illustrate.

2. Research Hopi spiritual traditions and describe them to the class. Discuss the role that ancestors play in that culture. Research other spiritual traditions in which ancestors play an important role (*Shintoism and Confucianism in the Far East, "oracles" who act as intermediaries with ancestors in certain African cultures*). Compare and contrast these cultures with the Hopi culture.

3. Sarah Rakes is a Georgia artist who paints in a style sometimes called "outsider art." Look for magazine or newspaper articles that describe outsider art, and report to the class. Why is the term "outsider" used? Do you think it's an appropriate label? Why or why not? ◆

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POSTER 2

Night Passing

Morning in America
Pass the night to Asian children
When Asian children wake up
Pass the night to European
children
When European children
wake up
Pass the night to African
children.
Children pass the night
because they have
dreams of the future.
They can change the world.
The night passing
is like a race
that never stops
till the end of time.

— Yukiko Yamaguchi, 5th grader

Artist

Anthony "Fishoe" Lacy is a Montgomery, Ala., portrait artist whose son served as the model for this painting.

Author

Yukiko Yamaguchi, born in Japan, was a 5th grade student in the class of teacher and author Cora Lee Five when she wrote "Night Passing." In her book *Special Voices*, Five describes her work with Yukiko and other students with special learning needs.

Elementary Discussion

1. What is the boy in the picture doing? What do you think he might be reading about? Is it daytime or nighttime in the picture?

2. *Read the poem aloud to the children and explain that "when it's morning where we live, it's nighttime in other parts of the world." Using a globe, show how the Earth rotates so that the Sun shines on only half of it at a time. Help students imagine what children in Japan, India, Uganda and Ireland might be doing at this moment.*

3. The poem says that children all over the world "have dreams of the future." What are your dreams of the future?

4. Do you agree that children "can change the world"? What would you like to see changed about the world? What can you do to help bring about these changes?

Elementary Activities

1. Make up a story about the boy in the picture. Give him a name and tell about the book he is reading; what do you think it says? Describe where the boy lives, what his family is like, what he wants to become when he grows up. In what ways is he like you, and in what ways is he different from you?

2. Using old magazines, collect pictures of children from different parts of the world. Cut out the pictures and paste them together in a "One World" collage.

3. You are the 5th grade poet Yukiko. Write a letter to your uncle in Japan describing your life in America. Tell him what you like best about living here and what you would most like to change.

Secondary Discussion

1. Is this a realistic or a symbolic painting? Which parts seem real, and which don't?

2. What do you think the book in the painting signifies? What about the night sky and the sunlit path?

3. What might Yukiko have in common with the boy in the picture?

4. How does Yukiko's statement "They have dreams of the future. They can change the world" relate to the painting?

5. What does Yukiko mean by the phrase "pass the night"?

Secondary Activities

1. Write a letter to Yukiko. Ask questions that might help you understand her poem better, and share with her your ideas and interpretations of her poem.

2. As a class, make a wall map for your classroom that shows the different time zones of the world. Illustrate it with images of young people from various cultures.

3. Compare the lives of young people worldwide by researching diverse societies. Discuss the meaning of the phrase "quality of life." *Divide the class into five groups. Assign four of the groups a country from Asia, Europe, Latin America and Africa, respectively, and assign the fifth group the United States. Have students research available statistics on infant mortality, child poverty and nutrition, literacy, teenage pregnancy and average grade level achieved in school. Have students role-play young people discussing their lives in their own country. What do they like about their society? What would they like to change? How would they go about doing so?* ◆

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POSTER 3

I will write peace on your wings and you will fly all over the world.

— Sadako Sasaki

Artist

Naoko Ito is a Japanese American quilt artist who promotes exchanges between quilters in America and Japan. When she was 16, Ito and her family were forced by the U.S. government to move to the Heart Mountain Relocation Center in Wyoming, one of the camps where Japanese Americans were interned during World War II. While incarcerated there, Ito and her brother captured a small bird to keep for a pet. When they realized they were separating the bird from its mother, they let it go.

Author

Sadako Sasaki was a child when the atomic bomb was dropped on Hiroshima, Japan, in 1945. At age 12, she was diagnosed with leukemia (the "A-bomb disease"). According to Japanese legend, a sick person could return to health by folding 1,000 paper cranes. (Paper folding, or origami, is a traditional Japanese art form practiced by young and old alike.) Sadako folded hundreds of paper cranes before she died. To honor her, her classmates erected a statue in a Hiroshima peace park. To this day, children around the world send paper cranes to Hiroshima as symbols of their wishes for world peace.

Elementary Discussion

1. What do you think the children in the picture are doing? Do you think they are happy or sad? The title of the artwork is "Letting Go." What do you think the children are letting go of?

2. What is peace? What are some things that make you feel peaceful? What rules should we follow to have peace in our classroom?

3. Can you tell what this artwork is made from? A quilt is made of many separate pieces of fabric that are sewn together. Why is a quilt a good way to express peace?

4. What do you think Sadako means when she says, "I will write peace on your wings and you will fly all over the world"? What ways can you think of to send a message of peace to all the world?

Elementary Activities

1. If possible, bring in a quilt to show the class, and share any information you have about it (who made it, when, where). Ask students to find out if there is a quilt in their home that has a history they can share with the class.

2. As a class, create a peace quilt to display in the school lobby or library. Draw your image of world peace on a 6-by-6-inch square of paper or fabric. With the teacher's help, join the squares with tape or stitching into a peace quilt.

3. Read Sadako and the Thousand Paper Cranes, *by Eleanor Coerr, and discuss how Sadako's life influenced people around the world.*

4. Read Baseball Saved Us, *by Ken Mochizuki, and discuss what life was like for Japanese Americans in internment camps during World War II.*

Secondary Discussion

1. How does the artist depict hope in this work? What other feelings or ideas does the artwork evoke?

2. What is "peace"? What are the different ways we use the word?

3. How is a quilt made? Why is it an appropriate art form to convey the idea of peace?

4. Do you think that Sadako's hope of world peace will ever be realized? Why or why not? What kinds of things might people have to "let go" of in order to achieve peace?

Secondary Activities

1. Consult an origami book and learn to fold paper cranes. Make garlands of peace cranes to decorate your classroom or school lobby. Your class may want to send your garlands to be hung on Sadako's statue. Send to: Office of the Mayor, City of Hiroshima, 6-34 Kokutaiji-machi, 1 chome Naka-ku, Hiroshima 730, Japan.

2. Research Japanese haiku poetry and write a haiku about Sadako or world peace to share with the class. Illustrate it with images of peace.

3. Research the N.A.M.E.S. Project AIDS quilt. How was it made, and where has it been displayed? What message does it convey?

4. Write an essay about someone you know who is creating a more peaceful school, community or world. ◆

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POSTER 4

Here on the pulse of
this new day
You may have the grace
to look up and out
And into your sister's eyes,
And into your brother's face,
Your country,
And say simply
Very simply
With hope —
Good morning.

— From *On the Pulse of Morning*, by Maya Angelou. ©1993. Reprinted by permission of Random House, Inc.

Artist

Elisa Blackgoat of Montezuma, Utah, was 12 when she painted "The Singing Birds," which toured the U.S. in a traveling exhibit of Navajo children's art. The children were all students of Bruce Hucko, an artist and photographer who worked for 10 years on the Navajo Reservation in New Mexico.

Author

Maya Angelou is an award-winning African American author, poet and dramatist. The excerpt that appears is from "On the Pulse of Morning," a poem she wrote for the inauguration of President Bill Clinton in 1993.

Elementary Discussion

1. What is the girl in the painting doing? What do you think she's feeling? What do the colors of the ribbons the doves are holding remind you of? What kind of song are the birds singing? Do you think the doves and the girl are singing the same song?

2. *Read the poem to the class.* Have you ever awakened in the morning and gone outside and thought how wonderful it is to have a brand new day to live in? How does that feeling make you want to treat the people around you?

3. What does the poet Maya Angelou think about how people should treat each other?

4. What are some of the ways we can show people that we like them?

Elementary Activities

1. Write a story about how the girl and the birds came to be singing together on the top of the hill.

2. Make up words and a tune to the song you imagine the girl in the picture is singing.

3. Paint a picture or tell a story entitled "The Happiest Day I Ever Had."

Secondary Discussion

1. Discuss the symbolism of the doves, the mountain and the musical notes in the painting.

2. What are the different meanings of the word "pulse," and why do you think Maya Angelou chose to use the word in this context?

3. Who are the people Angelou refers to as "your sister" and "your brother"?

4. What is the poet asking us to do? What does she mean by suggesting that we say "simply, with hope, good morning"?

Secondary Activities

1. Find a complete copy of Maya Angelou's poem "On the Pulse of Morning," and write a brief essay on it. Describe its tone, and explain its purpose and meaning.

2. The first volume of Maya Angelou's autobiography is entitled *I Know Why the Caged Bird Sings*. After reading the book, write an essay exploring the metaphor of the "caged bird" in relation to Angelou's life and the African American experience in general. Contrast the images in "The Singing Birds" to those evoked by the title *I Know Why the Caged Bird Sings*.

3. The poet Robert Frost wrote a poem called "The Gift Outright" for the inauguration of President John Kennedy. Find the poem, read it, and compare Frost's poetic vision to Angelou's.

4. Research the ways music is used in various Native American celebrations, and report to the class. ◆

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POSTER 5

Hine ma tov umanaim, shevet achim gam yachad.

Behold how good and pleasant it is for brothers to dwell together in unity.

— Hebrew folk song based on Psalm 133:1, from *Spinning Tales, Weaving Hope*. ©1992. New Society Publishers.

Artist

Enas, a Palestinian girl, was 14 when she painted "The Peace Train." Her artwork was included in the exhibit The Travelling Museum: Children's Art Bridge, a global and cultural exchange project.

Author

This Hebrew folk song, written by an unknown ancient author, is adapted from the Old Testament Psalm 133:1 and sung to express feelings of peace. The traditional Hebrew greeting is *Shalom aleichem*, "Peace be unto you."

Elementary Discussion

1. *Explain that Enas is Palestinian, one of a people who have long been in conflict with their Jewish neighbors in Israel. The two groups have different customs and religions, and both believe they have a right to the same land.* Why do you think Enas named her drawing "The Peace Train"? Where do you think the people on the train are going?

2. *Explain that the quotation is from an ancient Jewish scripture and is also part of a song.* Do you think Enas would agree with what this verse says?

3. How can people who have different religions keep from fighting about their differences?

4. If you disagree with something someone else says, what are some things you can do so that you can still be friends?

Elementary Activities

1. Create a classroom "peace train" by covering empty juice boxes with construction paper. Decorate each "car" with images of peace. Use paper-clip chains or string to connect the boxes.

2. *Learn the folk song created from the Psalm on this page and teach it to the class. (Resource:* Spinning Tales, Weaving Hope. *New Society Publishers)*

3. The children in the picture are waving flags. Create a flag that contains images and symbols of world peace.

Secondary Discussion

1. Discuss the contrasts between the culture that produced the text and the culture of the artist.

2. In what way do the author and the artist express a similar message?

3. How does their vision contrast with the reality of life in the Middle East? What ironies about the Middle East conflict are illustrated by the pairing of the Hebrew folk song and Enas' drawing?

4. Where would you want to display an exhibit of children's artwork about peace? What difference can young people's artistic expressions of peace make in the world?

Secondary Activities

1. As a class, draw a map of the Middle East, illustrating it with icons for the various religions and cultures of the region. Below the map, create a timeline of major events in the region since the creation of the state of Israel in 1948. Discuss the positive and negative developments and the role peacemakers have played in the Middle East.

2. Contact someone of Arab background and ask them to interpret the flags, clothing and markings on the train. Report to the class how these things reflect Arab cultures.

3. Teach the class the pronunciation and meaning of the Hebrew words on the poster. (If you don't know Hebrew, find someone who does, and ask them to teach you.) ◆

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POSTER 6

Where, after all, do universal human rights begin?
In small places, close to home —
so close and so small
that they cannot be seen on
any maps of the world. ...

Unless these rights have
meaning there,
they have little meaning anywhere.

— Eleanor Roosevelt

Artist

Jeanette Winter is the illustrator and author of many children's books, including *Follow the Drinking Gourd*. She grew up in Chicago, has lived in Texas and Maine, and has made numerous trips to Mexico. Winter's interest in Mexican culture continues to inspire her art. This illustration is taken from *Diego*, a children's book about Diego Rivera, the Mexican artist and activist.

Author

Eleanor Roosevelt was appointed by President Harry Truman to serve as the U.S. delegate to the United Nations. As chairperson of the UN Commission on Human Rights, she helped draft, and then persuaded the UN to adopt, the Universal Declaration of Human Rights in December 1948.

Elementary Discussion

1. Is this painting more realistic or more imaginary? What parts of it could be real? What parts of it probably aren't?

2. Why do you think the boy is running? Who is he running to? What is he feeling?

3. Universal human rights are the things that all people everywhere need in order to be healthy and happy. What are some of those things? What are some of the important things that the boy in the picture has? What can we do if we are not getting something we need?

4. Universal human rights also include the rules we live by to make sure we treat each other fairly. What are some of those rules?

Elementary Activity

1. View and discuss The Universal Declaration of Human Rights, *a 20-minute animated video, or read* Human Rights for Children. *(Both are available from Amnesty International; 322 Eighth Ave.; New York, NY 10001; Phone: 212-807-8400.)*

2. Eleanor Roosevelt said that "human rights begin in small places." Where might those places be? What are some things you can do for others at home and at school that will show your love and respect for them? Draw a picture to illustrate your ideas.

3. Divide the chalkboard into sections entitled "Rights" and "Responsibilities." Let students brainstorm a list of human rights as well as responsibilities; transfer the lists to poster board and display on the wall.

4. Read the book Diego. *Discuss Diego Rivera's activism, and brainstorm ways young people can be activists.*

Secondary Discussion

1. What are universal human rights? Give examples and discuss the degree to which our society ensures these rights.

2. What human rights are illustrated by the painting?

3. What does Eleanor Roosevelt mean by "in small places, close to home"?

4. What does Roosevelt's statement imply about our personal responsibilities for ensuring human rights?

Secondary Activities

1. Find and read the Universal Declaration of Human Rights, then write a version for young people, working individually or in small groups.

2. Working in four groups, research and report on these United Nations documents: The Universal Declaration of Human Rights, the Convention on the Rights of the Child, the Convention on the Elimination of Discrimination Against Women, and the International Convention on the Elimination of All Forms of Racial Discrimination.

Summarize the document and answer: When was it formulated, and why was it deemed necessary? How many nations have signed it? Has the U.S. signed it? Why or why not? Is it enforceable as law? Name some of the ways that the document's guidelines are supported or violated in your community and in your school.

3. Research and write about Eleanor Roosevelt's work with the UN.

4. Research the murals that activist Diego Rivera painted while he lived in the U.S. What messages did he try to convey in them? Rivera once said that people needed artists to help them imagine "how life could be." As a class, design a mural that illustrates how life could be. ◆

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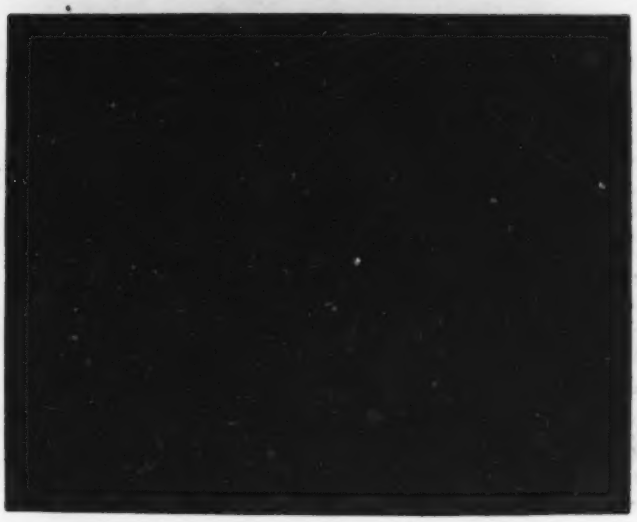
POSTER 7



He prayed —
it wasn't my religion.
He ate —
it wasn't what I ate.
He spoke —
it wasn't my language.
He dressed —
it wasn't what I wore.
He took my hand —
it wasn't the color of mine.
But when he laughed —
it was how I laughed, and
when he cried — it was how
I cried.

— "Underneath We're All the Same"
by Amy Maddox, 16, Franklin Community High School, Bargersville, Ind.

Artist

Jane Evershed, who grew up in South Africa, dedicates her art to the empowerment of women. Her colorful oil paintings abound with images of women and children, men and women working together. The painting "We Have Nothing If We Have Nothing For Our Children" is included in her book *More Than A Tea Party*.

Author

Amy Maddox was 16 years old and a student at Franklin Community High School in Bargersville, Ind., when she wrote this poem to express her ideas of global diversity and unity.

Elementary Discussion

1. Read the poem aloud. The poem lists some of the things people might do differently from each other; what are they? What does the poem say people do in the same way? What are some things that make people laugh or cry?

2. How do you feel when you're around someone who is very different from you? What are some good things about differences?

3. In this painting, children are drawing on one big piece of paper, creating one work of art together. Do you think this would be easy or hard to do? What problems might come up that would make it hard? What kind of rules could we have to make it easier for everyone?

Elementary Activities

1. Re-create the image in the painting in your classroom. Spread an old bed sheet on the floor and have children decorate it as a group with fingerpaints and brush paints. Talk about the need for cooperation, sharing and patience in order to create a work of art together. Hang the finished painting on the wall.

2. Let the children choose activities from the poem to silently act out as you read it slowly. End the exercise with a group hug or handshake.

3. Have children stand in a circle and compare hand colors. Are any two children's hands just alike? Ask children to describe the different colors by comparing them to something else they know: a food, plant, animal or thing. Example: "My hands are the color of chocolate. Your hands are the color of straw."

Secondary Discussion

1. What do you think the title of the painting means? How is its meaning reflected in the picture?

2. The only adult in the painting is depicted as a shadow, holding an infant in the air. What feelings or ideas does this figure represent?

3. The poem here describes differences between people as well as similarities. What are the differences? What are the similarities? What does the poet mean by "it was how I laughed ... it was how I cried"? What's more important in a friendship — acting, thinking and looking the same, or being able to understand how each other feels? How are emotions universal to all people?

Secondary Activities

1. Collect examples of Jane Evershed's art (see *More Than A Tea Party*) and write an essay describing the social values reflected in her work.

2. Choose a friend and list the ways you are different from each other. Then think of someone you have problems getting along with and, without using his or her name, list all the ways you are like that person. In small groups, compare lists and brainstorm: How can people develop and maintain friendships in spite of differences? How can people who have differences find common ground? Create a list of suggestions and share with the class.

3. Amy Maddox says that "Underneath We're All the Same." This has not always been common wisdom, however. Research the attempts by William Shockley or Arthur Jensen to establish racial hierarchies, and report on how racism has influenced the scientific study of human differences. ◆

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POSTER 8

Each separate being in the universe returns to the common source. Returning to the source is serenity. If you don't realize the source, you stumble in confusion and sorrow. When you realize where you come from, you naturally become tolerant.

— Lao-Tzu, from the *Tao Te Ching*, translated by Stephen Mitchell. ©1994. Reprinted by permission of HarperCollins, Inc.

Artist

Tatsuro Kiuchi was born in Tokyo and studied art in the U.S. He painted this illustration for the children's book *The Lotus Seed*, by Sherry Garland. In this book about a Vietnamese family disrupted by war, the lotus is "the flower of life and hope. ... No matter how ugly the mud or how long the seed lays dormant, the bloom will be beautiful."

Author

Lao-tzu is traditionally thought to be the founder of Chinese Taoism and author of the *Tao-te Ching* (although scholars now believe the book was written by several people). The ancient words of the *Tao-te Ching* suggest an approach to life that offers simplicity, serenity and acceptance of all life's diversity.

Elementary Discussion

1. Read the quotation. Explain that thousands of years ago, a Chinese wise man wrote a small book that is still being read today as a philosophy of life. In this book, Lao-tzu says that all living things in the universe have something in common. When we understand what we have in common with other living things, we become more accepting of the differences among us. What are some things we have in common with birds and fish and other animals? What do we have in common with each other? How do these similarities make us part of a world family?

2. Lao-tzu says that when we understand what we have in common with each other, we can become tolerant. To be tolerant means that we appreciate and respect each other, even when we are different. What are some of the ways we show tolerance in our classroom? In our homes? In our neighborhoods?

3. Explain that the flower in the picture is called a lotus and is considered a sacred symbol by Hindus and Buddhists in Southeast Asia. The seeds of a lotus plant can survive for hundreds of years. Scientists once found lotus seeds in an ancient peat bog in China that were still fertile after 1,000 years. How does looking at the picture make you feel? How is the lotus plant similar to the ancient words of the *Tao-te Ching*?

Elementary Activities

1. Find images of lotus flowers to show the class. Explain that the lotus flower is white or pink and can grow up to 10 inches across. The plant grows in water, its bloom rising as much as six feet above the surface. Let students paint lotus flowers rising out of the water, and tape the pictures together to create a border for your classroom wall.

2. Ask children to complete the sentence: "To be tolerant means ... ." Suggest a few responses such as: "... we respect each other" or "... sharing our toys." Write their responses on a large piece of poster board and have them decorate it.

3. Read and discuss The Lotus Seed, *by Sherry Garland.*

Secondary Discussion

1. Adapt questions 1, 2 and 3 from Elementary Discussion to your grade level.

2. What do you think Lao-tzu meant by "the common source"? What does it mean to "return" there, and why would this make us feel serene?

3. Look up "tolerance" in the dictionary and discuss the different definitions. What do you think Lao-tzu meant by "when you realize where you come from, you naturally become tolerant"?

Secondary Activities

1. Research and report to the class on the symbolism of the lotus in ancient Egypt, and in Buddhism and Hinduism. Discuss how the lotus image is used in art and architecture.

2. Choose another passage from the *Tao-te Ching* as inspiration for a work of art that you create from materials in nature. Examine other examples of Asian art for the influence of Taoist philosophy.

3. In groups, research and report to the class on central beliefs and practices of the Taoist, Hindu and Buddhist religions.

4. Write an essay or draw a picture that illustrates your personal philosophy of life and present it to the class. ◆

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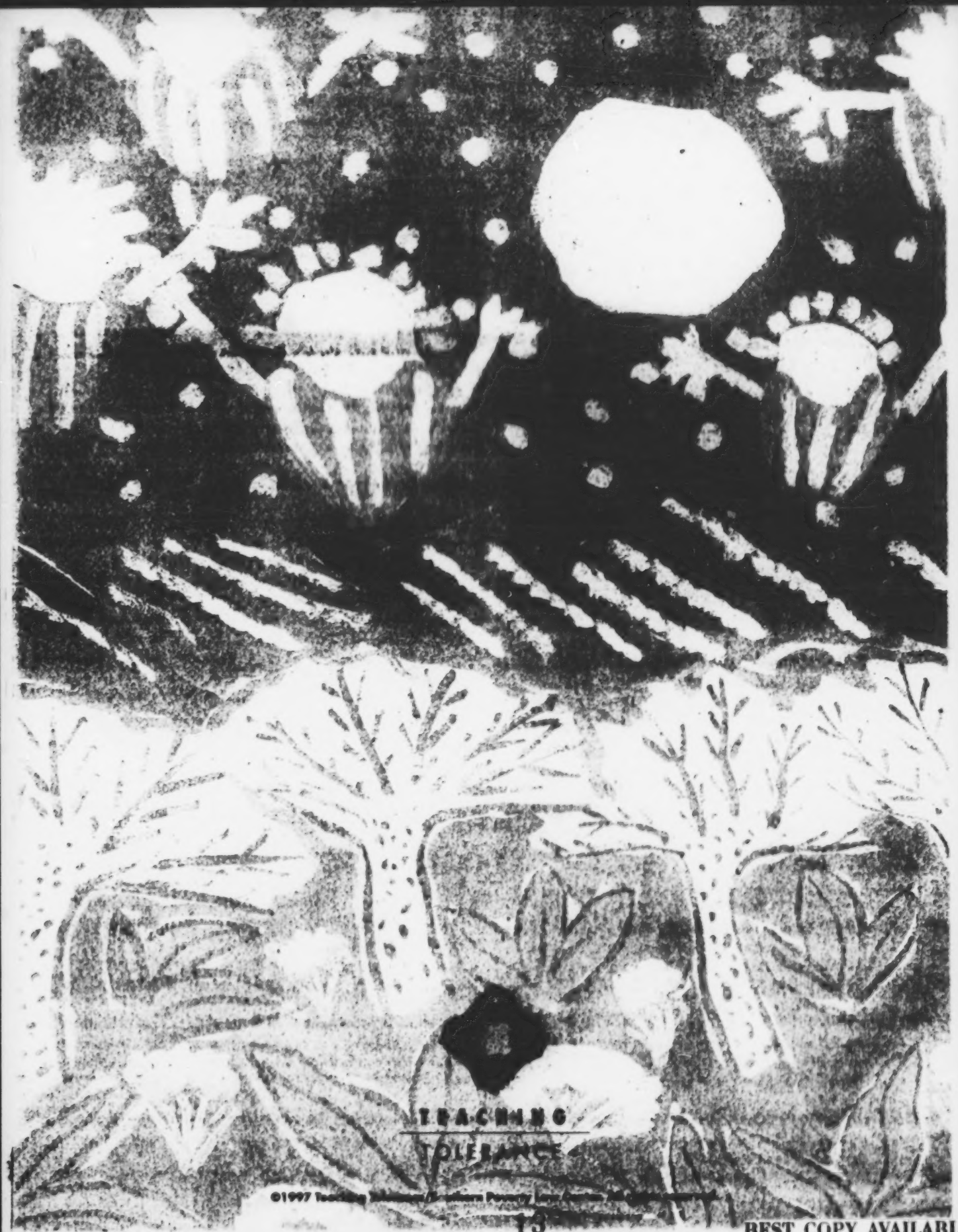

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